Send as an attachment via email to [adlerml@scsk12.org](mailto:adlerml@scsk12.org). Save file as: LessonPlans\_Last NameFirstInitial\_MonthDay

Example: LessonPlans\_AdlerA\_Aug10

Boxes will expand as necessary when you type. Due by 11:59 Friday of week before scheduled plans.

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| Teacher | Teri Lindsey |
| Class | 8th Math |

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|  | **Date: 1-30** | **Date: 1-31** | **Date: 2-1** | **Date: 2-2** | **Date: 2-3** |
| **Standard**  (Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | 8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.  8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.  8.G.A.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so. | | | | |
| **Objective**  (Clear, Specific, and Measurable, student-friendly) | Given two similar figures, students describe the sequence of a dilation and a congruence that would map one figure onto the other. | Students know an informal proof of the angle-angle (AA) criterion for similar triangles.  ƒ  Students present informal arguments as to whether or not triangles are similar based on the AA criterion. | Students present informal arguments as to whether or not two triangles are similar. ƒ  Students practice finding lengths of corresponding sides of similar triangles | Students use properties of similar triangles to solve real-world problems. | Students practice applying the Pythagorean theorem to find the lengths of sides of right triangles in two dimensions. |
| **Connections to Prior Knowledge** | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. |
| **Guiding Questions**  (Motivator / Hook  An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.) | Why is dilation alone not enough to determine similarity? | How can we use two congruent corresponding angles to prove two triangles are similar? | How can we find the unknown length of a side of a triangle using similar triangles? | Where do we find similar triangles in the real-world?  How can we use what we know about similar triangles to solve real-world problems? | How can we use the Pythagorean Theorem to find the unknown length of a side of a right triangle? |

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| **Instructional Strategies**  (Step-By-Step Procedures – Sequence  Discover / Explain – Direct Instruction  Modeling Expectations – “I Do”  Questioning / Encourages Higher Order Thinking  Grouping Strategies  Differentiated Instructional Strategies to Provide Intervention & Extension, **Literacy Task**) | Eureka Math, Module 3, Lesson 8  TTW present examples from Classwork using think aloud strategies and questioning to guide students to understand the need for transformations in addition to dilations to prove similarity. | Eureka Math, Module 3, Lesson 10  TTW present examples from Classwork using think aloud strategies and questioning to guide students to understand that two congruent corresponding angles prove two triangles to be similar. | Eureka Math, Module 3, Lesson 11  TTW present examples from Classwork using think aloud strategies and questioning to guide students to understand that if two triangles are stated, or proved, to be similar, one can use the scale factor to determine the unknown lengths of sides. | Eureka Math, Module 3, Lesson 12  TTW present examples from Classwork using think aloud strategies and questioning to guide students to understand how to form similar triangles from given information about real-world situations, and use that information to find unknown distances and angles. | Eureka Math, Module 3, Lesson 13  TTW present examples from Classwork using think aloud strategies and questioning to guide students to understand how to use the Pythagorean Theorem to find unknown side lengths of right triangles. |
| **Differentiated Tasks**  (Activities based on students’ needs and learning styles, IEP modifications) | TTW guide students through several examples and gradually release them to work independently.  Below Expectation:  TTW provide support as students work.  At Expectation:  Students will work independently.  Above Expectation:  Students will work independently. | TTW guide students through several examples and gradually release them to work independently.  Below Expectation:  TTW provide support as students work.  At Expectation:  Students will work independently.  Above Expectation:  Students will work independently. | TTW guide students through several examples and gradually release them to work independently.  Below Expectation:  TTW provide support as students work.  At Expectation:  Students will work independently.  Above Expectation:  Students will work independently. | TTW guide students through several examples and gradually release them to work independently.  Below Expectation:  TTW provide support as students work.  At Expectation:  Students will work independently.  Above Expectation:  Students will work independently. | TTW guide students through several examples and gradually release them to work independently.  Below Expectation:  TTW provide support as students work.  At Expectation:  Students will work independently.  Above Expectation:  Students will work independently. |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | Formative:  Problem Set  Exit Ticket | Formative:  Problem Set  Exit Ticket | Formative:  Problem Set  Exit Ticket | Formative:  Problem Set  Exit Ticket | Formative:  Problem Set  Exit Ticket |
| **Closure**  (Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting) | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. |
| **Resources/Materials**  (Aligned with the Lesson Objective  Rigorous & Relevant) | Eureka Math, Module 3, Lesson 8  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Eureka Math, Module 3, Lesson 10  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Eureka Math, Module 3, Lesson 11  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Eureka Math, Module 3, Lesson 12  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Eureka Math, Module 3, Lesson 13  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) |